

FIRST GRADE ENVISION MATH CURRICULUM MAP
CANYONS SCHOOL DISTRICT
2011 – 2012

Curriculum Mapping Purpose

Canyons School District's curriculum math maps are standards-based maps driven by the Common Core State Standards and implemented using Scott Foresman-Addison Wesley enVisionMATH ©2011. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there. To that end, curriculum maps answer these questions:

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
<i>What do students know?</i>	<i>What concepts and skills do students need to know?</i>	<i>How will students learn the standards?</i>	<i>What vocabulary is necessary for depth of understanding?</i>

Curriculum Maps are a tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments
- **COMMUNICATION:** Articulates expectations and learning goals for students
- **PLANNING:** Focuses instruction and targets critical information
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies

These maps were collaboratively developed and refined by teacher committees using feedback from classroom teachers, achievement coaches, building administrators, and the office of Evidence-Based Learning. It is with much appreciation that we recognize the many educators that collaborated in the effort to provide these maps for the teachers and students of CSD, including:

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First Grade Math Common Core At-a-Glance

First Grade Overview

Operations and Algebraic Thinking (1.OA)

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten (1.NBT)

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data (1.MD)

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry (1.G)

- Reason with shapes and their attributes.

Four Critical Areas

In Grade 1, instructional time should focus on four critical areas:

- developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
- developing understanding of whole number relationships and place value, including grouping in tens and ones;
- developing understanding of linear measurement and measuring lengths as iterating length units; and
- reasoning about attributes of, and composing and decomposing geometric shapes.

Common Core Practice Standards

Overarching habits of mind of a productive mathematical thinker

1. Make sense of problems and persevere in solving them
6. Attend to precision

Reasoning and explaining

2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others

Modeling and using tools

4. Model with mathematics
5. Use appropriate tools strategically

Seeing structure and generalizing

7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

The Common Core Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important processes and proficiencies with longstanding importance in mathematics education.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

“The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices” (CCSS, 2010).

- Common Core State Standards Initiative, 2010: Mathematics>Introduction>Standards for Mathematical Practice @ Corestandards.org

General Instructions

This map is a guide for curriculum planning and instruction, put together by your peers (1st grade teachers), based on your feedback.

Hands-On Math: Please remember that each math concept should be introduced with hands-on learning. Daily use of manipulatives should be encouraged. Management and procedures for manipulative use should be taught, practiced, modeled, and reviewed beginning in August and throughout the year. * See the TE for suggestions and lessons for concrete understanding and manipulative use.

Patterns. Although patterns are not taught explicitly, students are expected to recognize patterns in numbers.

For example: __, 6, 7; 3, __, 5; 7, 8, __

Continual review. We need to provide an ongoing review of previously taught concepts and skills.

EnVision's Daily Spiral Review works great!

Additional CC Lessons. Under the EnVision Lessons, there are some "CC" lessons. These lessons were added to match the common core to the first grade lessons we need to teach. These lessons are not found in the hard copies of the EnVision teacher books, however digital copies will be available through SuccessNet. Additionally, one hard copy of these materials will be available at each school.

Supplemental activities and lessons. Please remember, no program is perfect. Please supplement with additional hands-on activities to meet the needs of individual students as necessary.

Common Formative Assessments (CFA). CFA's are an accountability piece for you as a teacher. The district does not monitor them. CFA's are one form of assessment, and the data should be used to help guide and inform your instruction. *For example:* Which problem(s) did all students get correct? Which problem(s) did a lot of students miss? What concepts need to be re-taught? *The results of a CFA should not be used as a math "grade" for students.*

Year-at-a-Glance 2011-2012**1st Grade**

Month	MATH CONCEPTS	TOPICS from EnVision	CFA and CBM ASSESSMENT DATES
August	REVIEW	Topic 1	
September 21 days	Comparing/Ordering Numbers and Understanding Addition 1. Comparing and Ordering numbers using a number line 2. Addition up to 9 3. Addition number sentences 4. Adding in any order (commutative property)	Topic 2 Topic 3	M-CBM (M-COMP) Sept. 5-13
October 17 days	Subtraction, 5 and 10 Relationships 1. Subtraction up to 9 2. Subtraction number sentences 3. Connecting addition and subtraction 4. Finding missing parts ₁ 5. Representing numbers on a 10 frame	Topic 4 Topic 5	
November 16 days	Addition and Subtraction to 12 1. Addition and subtraction strategies 2. Connecting addition and subtraction	Topic 6 Topic 7	CFA # 1 November 11 (Topics 1-5)
December 12 days	Geometry 1. Recognizing plane and 3-D shapes 2. Composing/decomposing plane shapes	Topic 8	

Year-at-a-Glance 2011-2012

1st Grade

Month	MATH CONCEPTS	TOPICS from EnVision	CFA and CBM ASSESSMENT DATES
January	Counting/Number Patterns to 100 and Tens and Ones 1. Making and using numbers 11-20 2. Counting patterns on a 100 chart 3. Groups of 10 and leftovers 4. Expanded form	Topic 10 Topic 11	CFA #2 January 31 (Topics 6-8, 10) M-CBM (M-COMP) Jan. 9 -27
February 20 days	Comparing/Ordering Numbers to 100 and Measurement 1. Comparing using $< > =$ 2. Ordering numbers on a 100 chart 3. Estimating and measuring length with nonstandard and standard units	Topic 12 Topic 14	
March 18 days	Addition and Subtraction Facts to 18 1. Addition and subtraction strategies 2. Adding 3 numbers	Topic 16 Topic 17	CFA #3 March 30 Topics 11, 12, 14, 16
April 16 days	Time, Data and Graphing 1. Time to the hour and half hour 2. Picture graph 3. Bar graph 4. Tally marks	Topic 15 Topic 18	
May 21 days	Fractions and Adding/Subtracting Tens and Ones 1. Making and describing equal parts 2. Making halves and fourths 3. Adding and subtracting tens from 2 digit numbers	Topic 19 Topic 20	CFA #4 May 18 Topics 15, 17, 18, 19, 20 M-CBM (M-Comp) May 7th-25 th

AUGUST (6 days)
 TOPIC 1 – NUMBERS to 12

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
ASSESS & REVIEW	Reviews Kindergarten Core & Student Readiness	Readiness R1-4	<p>This is the time for establishing routines, reviewing math concepts from Kindergarten, and assessing students' needs.</p> <p>*It is recommended that time, odd/even, expanded form, math symbols, graphs, and place value be addressed daily.</p>
REVIEW	1.NBT.1	1-1 Number: 0 to 5	Ten frames (students worked with these in Kindergarten). Include practice of writing numbers.
REVIEW	1.NBT.1, 1.NBT.2, 1.NBT.2.b	1-2 Number 6 to 10	
REVIEW	1.NBT.1	1-3 Number: 10, 11, 12	
REVIEW	1.NBT.1	1-4 Number: Spatial Patterns for Numbers to 9	
REVIEW	1.NBT.1	1-5 Numbers: Spatial Patterns for Numbers to 10	
REVIEW	1.NBT.1	1-6 Problem Solving...Use Objects	

SEPTEMBER (21 days)

TOPIC 2 – COMPARING & ORDERING NUMBERS

TOPIC 3 – UNDERSTANDING ADDITION

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction 1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Topic 2 Interactive math story p. 29G Topic Opener p. 29 Lesson 2-1 p.31A Comparing Two Numbers	Topic 2-3 uses the number line, which is not specifically mentioned in the core until 2nd grade but is a good strategy. It is used in the topic games. vocabulary: more, greater than, fewer, less than
CORE	1.NBT.3	2-2 Ordering Three Numbers	vocabulary: least, greatest, between
EXTEND	Extends 1.NBT.3	2-3 Ordering Numbers to 12 with a Number Line	Topic 2-3 uses the number line; not specifically mentioned in the core but is a good strategy. It is used in the topic games and topic test. vocabulary: before, after
EXTEND	Extends 1.NBT.3	2-4 Problem Solving Act It Out!	

CORE	<p>1.OA.1</p> <p>Work with addition and subtraction equations.</p> <p>1.OA.7. Understanding the meaning of the equal sign, and determine if equations involving addition and subtraction are true and false. For example, which of the following equations are true and which are false? $6=6$, $7=8-1$, $5+2=2+5$, $4+1=5+2$.</p>	<p>Topic 3</p> <p>Interactive Math Story p.49G Beach Count Topic Opener Understanding Addition p.49 3-1 Addition: Making 6-7</p>	vocabulary: in all, inside, outside
CORE	1.OA.1	3-2 Addition: Making 8	vocabulary: part, whole, double
CORE	1.OA.1	3-3 Addition: Making 9	
CORE	1.OA.1, 1.OA.7, 1.OA.8	3-4 Addition: Introducing Addition Number Sentences	vocabulary: add, sum, addition sentence, plus, equals
CORE	1.OA.1, 1.OA.7	CC-1 Introducing Addition Expressions and Number Sentences	
CORE	1.OA.1	3-5 Addition: Stories About Joining	vocabulary: join
CORE	<p>1.OA.3</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.OA.3. Apply properties of operations as strategies to add and subtract. Examples: If $8+3=11$ is known, then $3+8=11$ is also</p>	3-6 Addition: Adding in Any Order	vocabulary: order and addend

	known. (Commutative property of addition.) To add $2+6+4$, the second two numbers can be added to make a ten, so $2+6+4=2+10=12$. (Associative property of addition.)		
CORE	1.0A.1	3-7 Problem Solving Use Objects	
ASSESS	M-CBM TESTING	TESTS of EARLY NUMERACY	ADMINISTERED one-on-one BY DISTRICT TESTING TEAM DURING CBM TESTING: SEPTEMBER 5-13

OCTOBER (17 days)

TOPIC 4 – UNDERSTANDING SUBTRACTION

TOPIC 5 – FIVE AND TEN RELATIONSHIPS

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	<p>1.0A.1 (see September)</p> <p>Operations and Algebraic Thinking</p> <p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>1.0A.4 Understand subtraction as an unknown-addend problem. <i>For example, subtract $10-8$ by finding the number that makes 10 when added to 8.</i></p> <p>Work with addition and subtraction equations.</p> <p>1.0A.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations</i></p> <p style="text-align: center;">$8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.</p>	<p>Topic 4</p> <p>Introduction, Math Story, Game (opt)</p> <p>4-1 Finding Missing Parts of 6 and 7</p>	<p>vocabulary: missing part</p> <p>This unit may present some challenges, but if you go slow and easy, and use manipulatives before moving to the symbolic level, student understanding will increase.</p> <p>Consider supplementing with Investigations lessons for additional concrete learning.</p> <p>Another source: Math Their Way http://www.center.edu/MathTheirWay.shtml</p> <p>Of course, if you need additional days beyond the month of October, please take the time needed for your students to need to build the foundational understandings in Topic 4 and 5.</p>
CORE	1.0A.1 1.0A.4 1.0A.6 1.0A.8	4-2 Finding Missing Parts of 8	
CORE	1.0A.1 1.0A.4 1.0A.6 1.0A.8	4-3 Finding Missing Parts of 9	
CORE	1.0A.1 1.0A.4 1.0A.6 1.0A.7	4-4 Introducing Subtraction Number	vocabulary: subtract, difference, subtraction

		Sentences	sentence, minus sign, equal sign
CORE	1.OA.1, 1.OA.4	CC-2 Introducing Subtraction Expressions and Number Sentences	
CORE	1.OA.1 1.OA.4 1.OA.6 1.OA.8	4-5 Stories About Separating	
CORE	1.OA.1 1.OA.4 1.OA.6 1.OA.8	4-6 Stories About Comparing	vocabulary: compare
CORE	1.OA.1 1.OA.4 1.OA.6 1.OA.8	4-7 Connecting Addition and Subtraction	
CORE	1.OA.7, 1.OA.8	CC-3 Connecting Models and Symbols	
CORE	1.OA.1	4-8 Problem Solving Use Objects	
CORE	Operations and Algebraic Thinking Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 = 12 + 1 = 13$).	Topic 5 Intro to Topic 5, Story, Game (opt.) 5-1 Representing Numbers on a Ten-Frame	
CORE	1.OA.6	5-2 Recognizing Numbers on a Ten-	

		Frame	
CORE	1.0A.6	5-3 Parts of 10	
CORE	1.0A.1 1.0A.4 1.0A.8	5-4 Finding Missing Parts of 10	
CORE	Measurement and Data Represent and interpret data. 1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	5-5 Problem Solving Make a Table	

NOVEMBER (16 days)

TOPIC 6 – ADDITION FACTS TO 12

TOPIC 7 – SUBTRACTION FACTS TO 12

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
ASSESS	CFA #1	Topics 1-5	Completed by November 11
CORE	1.OA.3 Operations and Algebraic Thinking Add and subtract within 20. 1.OA.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 1.OA.6, 1.OA.7	Topic 6 6-1 Adding with 0,1,2: Intro with interactive story, game.	Core requires students to add and subtract within 20 and demonstrate fluency adding and subtracting within 10. Envision lesson contain 2 single digits with regrouping preparing them for no regrouping. Although these lessons begin to become more abstract, ensuring student understanding at the concrete/symbolic level is critical to student math achievement. Concrete understanding (developed through the use of manipulatives) increases mental math and students' flexibility in thinking.
CORE	1.OA.6, 1.OA.8	6-2 Addition: Doubles	
CORE	1.OA.6, 1.OA.8	6-3 Addition: Near Doubles	vocabulary: near double
CORE	1.OA.6, 1.OA.8	6-4 Addition: Facts with 5 on a Ten-Frame	
CORE	1.OA.6, 1.OA.8	6-5 Addition: Making 10 on a Ten Frame	
CORE	1.OA.1	6-6 Problem Solving Draw a Picture and Write a Number Sentence	

CORE	1.OA.1, 1.OA.5, 1.OA.6	Topic 7 7-1 Subtraction: Subtracting with 0,1,2: Introduction with Interactive story and game.	vocabulary: 2 less than, 1 less than, 0 less than
CORE	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8	7-2 Subtraction: Thinking Addition	
CORE	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8	7-3 Subtraction: Thinking Addition to 8 to Subtract	
CORE	1.OA.1, 1.OA.4, 1.OA.6, 1.OA.8	7-4 Thinking Addition to 12 to Subtract	
CORE	1.OA.1	7-5 Problem Solving Draw a Picture and Write a Number Sentence	

DECEMBER (12 days)

TOPIC 8 – GEOMETRY

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	Geometry Reason with shapes and their attributes. 1.G.1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Topic 8 Topic 8 - Interactive Math Story, Home-School Connection, Game 8-1 Identifying Plane Shapes	vocabulary: plane shapes, triangle, rectangle, circle, square There are only 10 lessons and 12 instructional days this month. Consider using December to review prior concepts. Topic 9 (Patterning) is not 1st grade core, please skip.
CORE	1.G.1	8-2 Properties of Plane Shapes	vocabulary: sort, side, corner
CORE	1.G.2	CC-4 Building with Shapes	
CORE	Geometry Reason with shapes and their attributes. 1.G.2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the	8-3 Making New Shapes from Shapes	

	composite shape.		
CORE	1.G.2	8-4 Breaking Apart Shapes to Make Shapes	
EXTEND	Extends 1.G.2	8-8 Problem-Solving	
CORE	1.G.1	8-9 Identifying Solid Figures	vocabulary: solid figures, cube, rectangular prism, sphere, cylinder, cone
CORE	1.G.1	8-10 Flat Surfaces and Corners	
CORE	1.G.2	CC-5 Building with Solid Figures	
CORE	1.G.1	8-11 Sorting Solid Figures	

JANUARY (20 days)

TOPIC 10 – COUNTING AND NUMBER PATTERNS TO 100

TOPIC 11 - TENS AND ONES

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
ASSESS	M-CBM TESTING	M-COMP	January 9-27
CORE	Number and Operations in Base Ten Understand place value. 1.NBT.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Topic 10 Introduction: Interactive Math Story pg. 261G and Topic 10 Opener on pg. 261.	Note: There are 20 instructional days this month and only 12 lessons, consider using the extra days to reteach these new concepts using concrete lessons (see Envision's TE, Investigations, and Math Their Way http://www.center.edu/MathTheirWay.shtml for additional lessons). *Lessons 10-6, 10-7, 10-8 are not common core aligned. Please skip those lessons, as they are 2nd grade content.
CORE	1.NBT.2, 1.NBT.2a, 1.NBT.2b	10-1 Number: Making Numbers 11 to 20	Supplement as necessary.
CORE	1.NBT.1, 1.NBT.2	10-2 Number: Using Numbers 11 to 20	Supplement as necessary.
CORE	1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	10-3 Patterns: Counting by 10s to 100	

CORE	1.NBT.1	10-4 Counting Patterns on a Hundred Chart	
CORE	1.NBT.1	10-5 Using Skip Counting	
CORE	1.NBT.1	10-9 Problem Solving: Look for a Pattern	
CORE	1.NBT.1 1.NBT.2	Topic 11 Introduction, Math Story, Game 11-1 Counting with Groups of 10 and Leftovers	
CORE	1. NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2.c	11-2 Number: Counting with Groups of 10 and Leftovers	vocabulary: tens
CORE	1. NBT.1, 1.NBT.2, 1.NBT.2a, 1.NBT.2b, 1.NBT.2.c	11-3 Number: Numbers Made with Tens	vocabulary: ones, digit
CORE	1.OA.7, 1.NBT.1, 1.NBT.2	11-4 Expanded Form	* This lesson goes beyond the scope of the core for this concept. Please teach the basic concept, but use the extensions provided in this lesson at your discretion.
CORE	1.NBT.2, 1.NBT.2a	11-5 Number: Ways to Make Numbers	vocabulary: break apart a ten * This lesson goes beyond the scope of the core for this concept. Please teach the basic concept, but use the extensions provided in this lesson at your discretion.
CORE	1.NBT.2, 1.NBT.2.a	11-6 Problem Solving Make an Organized List	
ASSESS	CFA #2	Topics 6, 7, 8, 10	Completed by January 31

FEBRUARY (20 days)

TOPIC 12 – COMPARING AND ORDERING NUMBERS TO 100

TOPIC 14 - MEASUREMENT

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	1.NBT.4, 1.NBT.5, 1.NBT.6	Topic 12 Introduction to Topic 12, Math Story, Game 12- 1 1 More, 1 Less, 10 More, 10 Less	vocabulary: 1 more, 1 less, 10 more, 10 less Topic 13 (Counting Money) is not 1st grade core. Please skip these lessons.
CORE	1.NBT.2, 1.NBT.4	12-2 Making Numbers on a Hundred Chart	
CORE	1.NBT.3	12-3 Comparing Numbers with >, <, =	vocabulary: equal to (=)
CORE	1.NBT.3	12-4 Ordering Numbers with a Hundred Chart	Modify lesson to core standards
CORE	1.NBT.3	12-5 Number Line Estimation	vocabulary: closest ten
CORE	1.NBT.3	12-6 Before, After, and Between	
CORE	1.NBT.3	12-7 Ordering Three Numbers	
CORE	1.MD.3	12-8 Problem Solving Make an Organized List	
CORE	Measurement and Data Measure lengths indirectly and by iterating length units. 1.MD.1. Order three objects by length; compare the lengths of two objects	Topic 14 Topic 14 Interactive Math Story and Game	

	indirectly by using a third object.		
CORE	1.MD.1	14-1 Comparing and Ordering by Length	vocabulary: longest, shortest
CORE	1.MD.1	CC-6 Indirect Measurement	
CORE	Measurement & Data Measure lengths indirectly and by iterating length units. 1.MD.2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	14-2 Using Units to Estimate and Measure Length	vocabulary: estimate, measure
CORE	1.MD.2	CC-7 Big and Small Units	
CORE	1.MD.2	14-3 Problem Solving: Use Reasoning	
CORE	1.MD.2	14-4 Feet and Inches	
CORE	1.MD.2	14-5 Centimeters	

MARCH (18 days)

TOPIC 16 – ADDITION FACTS TO 18

TOPIC 17 – SUBTRACTION FACTS TO 18

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	Operations and Algebraic Thinking: Add and subtract within 20. 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on: making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g. knowing that $8+4=12$ one knows $12-8=4$); and creating equivalent but easier or known sums 9e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).	Topic 16 Introduction...Interactive Math Story pg. 479G and Topic Opener pg. 479 and Game pg. 480.	For your consideration: 1st grade core requires addition/subtraction up to 19. *Topic 15 (Time) is moved to May.
CORE	1.OA.6	16-1 Addition: Doubles	
CORE	1.OA.6	16-2 Addition: Doubles Plus 1	vocabulary: doubles plus 1
CORE	1.OA.6	16-3 Addition: Doubles Plus 2	vocabulary: doubles plus 2
CORE	1.OA.6	16-4 Problem Solving: Two-Question Problems	
CORE	Number and Operations in Base Ten Use place value understanding and properties of operations to add and subtract. 1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationships between addition and subtraction; relate the strategy to a written method and	16-5 Addition: Making 10 to Add 9	

	explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		
CORE	1.OA. 1, 1.OA.6, 1.OA.8	16-6 Addition: Making 10 to Add 8	
CORE	<p>Operations and Algebraic Thinking</p> <p>Represent and solve problems involving addition and subtraction.</p> <p>1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e. g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>1.OA.3</p>	16-7 Addition: Adding Three Numbers	
CORE	1.OA.2, 1.OA.3	CC-8 Word Problems with Three Addends	
CORE	1.NBT.4, 1.OA.3 and 1.OA.4	<p>Topic 17</p> <p>Interactive Math Story pg. 515G, Topic Opener pg. 515, and Math Game 516.</p>	
CORE	1.NBT.4	17-1 Subtraction: Using Related Facts	vocabulary: related facts
CORE	1.OA.3 and 1.OA.4	17-2 Subtraction: Fact Families	vocabulary: fact family
CORE	1.OA.3 and 1.OA.4	17-3 Subtraction: Using Addition to Subtract	
CORE	1.NBT.4	17-4 Subtraction: Subtraction Facts	
CORE	1.OA.1	17-5 Problem Solving Draw a Picture and Write a Number Sentence	
ASSESS	CFA #3	Topics 11, 12, 14, 16	Completed by March 30

APRIL (16 days)

TOPIC 15 – TIME

TOPIC 18 – DATA AND GRAPHS

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
CORE	Measurement and Data Tell and write time. 1.MD.3. Tell and write time in hours and half-hours using analog and digital clocks.	Topic 15 Topic 15 Interactive Math Story, Home-School Connection, Game	
CORE	1.MD.3	15-1 Understanding the Hour and Minute Hands	vocabulary: hour hand, hour, minute hand, minute, o'clock
CORE	1.MD.3	15-2 Telling and Writing Time to the Hour	
CORE	1.MD.3	15-3 Telling and Writing Time to the Half Hour	vocabulary: half hour
CORE	1.MD.3	15-6 Problem Solving Use Data From a Table	vocabulary: schedule
CORE	Measurement and Data Represent and interpret data. 1.MD.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Topic 18 Topic 18 Interactive Math Story, Home-School Connection, Game 18-1 Using Data from Real Graphs	
CORE	1.MD.4	18-2 Using Data from Picture Graphs	vocabulary: picture graph
CORE	1.MD.4	18-3 Using Data from Bar Graphs	vocabulary: bar graph

CORE	1.MD.4	18-5 Collecting Data Using Tally Marks	vocabulary: tally mark, data
CORE	1.MD.4	18-6 Making Real Graphs	
CORE	1.MD.4	18-7 Making Picture Graphs	
CORE	1.MD.4	18-8 Problem Solving Make a Graph	

MAY (21 days)

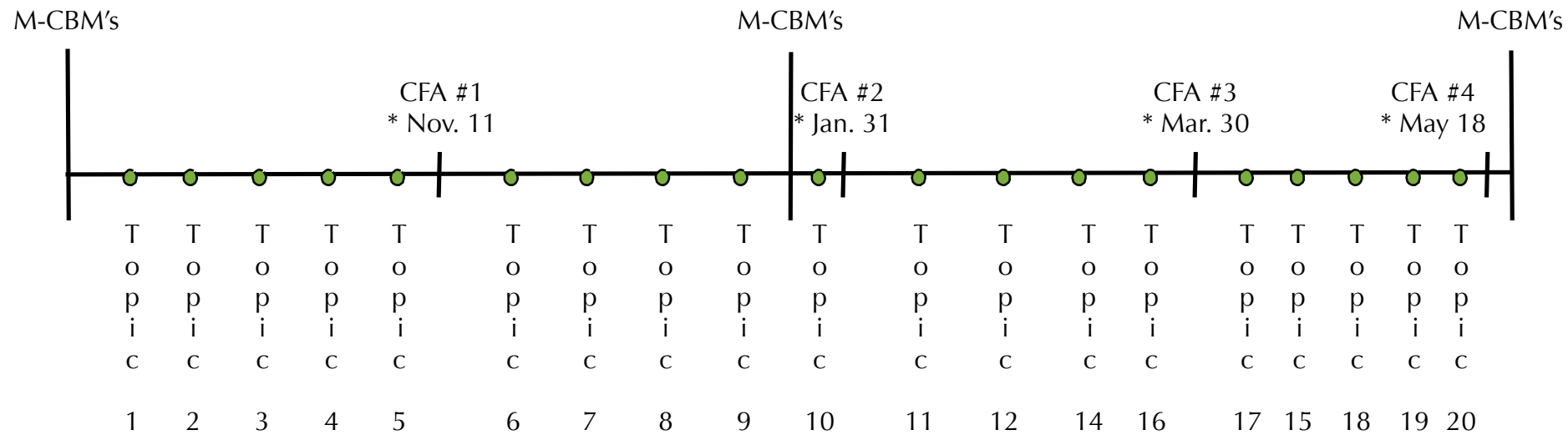
TOPIC 19 – FRACTIONAL PARTS AND ADDING

TOPIC 20 – SUBTRACTING WITH TENS AND ONES

REVIEW, CORE, EXTEND, ASSESS	COMMON CORE STANDARD	ENVISION LESSON	VOCABULARY & NOTES
ASSESS	CFA #4	Topics 15, 17, 18, 19, 20	Completed by May 18
ASSESS	M-CBM TESTING WINDOW	M-COMP	May 7 - 25
CORE	Geometry Reason with shapes and their attributes. 1.G.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter of</i> . Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.		
CORE	1.G.3	Topic 19 Interactive Math Story, Home-School Connection, Game 19-1 Making Equal Parts	vocabulary: equal parts
CORE	1.G.3	19-2 Describing Equal Parts of Whole Objects	
CORE	1.G.3	CC-9 Making Halves and Fourths of Rectangles and Circles	
CORE	1.G.3	19-5 Problem Solving Draw a Picture	

CORE	1.OA.1	Topic 20 20-1 Addition: Adding Groups of 10	
CORE	1.NBT.2.a	20-2 Addition: Adding Tens on a Hundreds Chart	
CORE	1.NBT.2	20-3 Addition: Adding Tens to Two-Digit Numbers	
CORE		20-4 Addition: Adding to a Two-Digit Number	vocabulary: regroup
CORE	1.NBT.4	CC-10 Models to Add Two-Digit Numbers	
CORE	1.NBT.6	CC-11 Subtracting Groups of 10	
CORE	1.NBT.6	20-5 Subtraction: Subtracting Tens on a Hundred Chart	
CORE	1.NBT.4	20-6 Subtraction: Subtracting Tens from Two-Digit Numbers	
CORE	1.NBT.6	20-7 Subtracting from a Two-digit Number	
CORE	1.NBT.6	CC-12 Models to Subtract Two-Digit Numbers	

First Grade
Math Assessment Continuum



● = optional assessment

* Please submit quarterly CFA scores
to your school principal by this date.

1st Grade CCSS Vocabulary Word List

Revised 6/29/11

add	hexagon
addend	hour
analog clock	hour hand
array	iterate
Associative Property of Addition	length
attribute	less than
category	lighter
circle	longer
classify	longest
closed figure	making tens
Commutative Property of Addition	multiple of ten
compare	number
compose	numeral
composite shape	one-fourth
cone	one-half
count back	ones
count on	place value
counting up	quarter of
cube	quarter circle
cylinder	rectangle
Data	sequence
decompose	shorter
difference	shortest
different	side
digit	similar
digital clock	sort
equal	sphere
equal shares	square
equation	subtract
estimate	sum
expression	taller
face	tallest
fourth of	tens
fourths	3-dimensional
geometric solid	triangle
greater than	2-dimensional
half hour	vertex (vertices)
half of	weight
halves	whole numbers
heavier	

The Core **and MORE** Instruction Checklist

The CCSS Standard: The Envision Lesson:	
EXPLICIT INSTRUCTION I do it, We do it, Y'all do it, You do it	ENGAGEMENT All Students Saying, Writing, Doing
PROACTIVE PLANNING	VOCABULARY WORDS
The following questions should be considered for each part of the lesson: <ul style="list-style-type: none"> - What are the predictable failures for this lesson? (conceptually and behaviorally) - How will you prevent these failures? - What will you do to maintain consistency? - How will you know if it is working? 	
<input type="checkbox"/> cumulative review <input type="checkbox"/> higher-order thinking, ask why <input type="checkbox"/> have students visualize, draw, model <input type="checkbox"/> real-world contexts <input type="checkbox"/> math vocabulary <input type="checkbox"/> milk the data <input type="checkbox"/> incorporate measurement <input type="checkbox"/> number sense	
ANTICIPATORY SET (5 MINUTES)	
Choose from the many options: <ul style="list-style-type: none"> <input type="checkbox"/> Review What You Know <input type="checkbox"/> Interactive Math Stories <input type="checkbox"/> Math Journaling <input type="checkbox"/> Spiral Review <input type="checkbox"/> Problem of the Day 	<input type="checkbox"/> Choral Responses <input type="checkbox"/> Partner Responses <input type="checkbox"/> Written Responses <input type="checkbox"/> Random call on students (No hand raising)
BUILDING A FOUNDATION (5-10 MINUTES)	
<i>The Language of Math:</i> Vocabulary instruction	<input type="checkbox"/> Choral Responses

1- How will you explicitly teach new vocabulary? 2- How will you provide multiple opportunities for vocabulary to be used in context?	<input type="checkbox"/> Partner Responses <input type="checkbox"/> Written Responses <input type="checkbox"/> Random call on students (No hand raising)
WHOLE GROUP INSTRUCTION: Concrete (10-15 MINUTES)	
<i>Develop the Concept: Interactive Learning (Hands-on)</i> 1- What materials/manipulatives will you need? 2- Will each student have enough materials to model the problems? -If they do not, will you have them pair up or adjust the problems? 3- Where will students record their work during this phase of the lesson? 4- How will you check for understanding during this phase of the lesson? 5- Will you use the <i>Extend</i> ? 6- Will you use the <i>Link to Investigations</i> ?	<input type="checkbox"/> Choral Responses <input type="checkbox"/> Partner Responses <input type="checkbox"/> Written Responses <ul style="list-style-type: none"> <input type="checkbox"/> Paper <input type="checkbox"/> Math Journal <input type="checkbox"/> Individual Whiteboards <input type="checkbox"/> Student page from the topic pouch <input type="checkbox"/> Random call on students (No hand raising)
SCAFFOLDED INSTRUCTION: Representational (15-20 MINUTES)	
<i>Develop the Concept: Visual</i> The <i>Visual Learning Bridge</i> , at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for <i>Prevent Misconceptions</i> . Choose one option: <input type="checkbox"/> <i>Visual Learning Animation</i> (on-line or CD) <input type="checkbox"/> Overhead Transparency <input type="checkbox"/> <i>Visual Learning Bridge</i> in Student textbook <input type="checkbox"/> Document camera 1- Check for understanding during the <i>Guided Practice</i> . 2- Where will students record their work? 3- If most students are struggling during this phase of the lesson, what will you do? <ul style="list-style-type: none"> <input type="checkbox"/> Reteach explicitly with various problems from the <i>Guided or Independent Practice</i> or the <i>Reteaching sets</i> at the back of the <i>Topic Guide</i>. <input type="checkbox"/> Use lessons from <i>Meeting Individual Needs</i>. 	<input type="checkbox"/> Choral Responses <input type="checkbox"/> Partner Responses <input type="checkbox"/> Written Responses <input type="checkbox"/> Random call on students (No hand raising)

<input type="checkbox"/> Use the <i>Differentiated Instruction: Intervention</i> lesson. 4- Will some of the problems from the <i>Problem Solving</i> be included in your <i>Guided Practice</i> or <i>Independent Practice</i> ?	
INDEPENDENT PRACTICE: ABSTRACT	(15-20 MINUTES)
<i>Independent Practice and Problem Solving</i> 1- Which problems will you assign? 2- Where will students record their work? 3- Will you collect, grade and record the independent practice? 4- How will you check for understanding? 5- If students do not finish the problems assigned for independent practice, will these problems be homework?	<input type="checkbox"/> Choral Responses <input type="checkbox"/> Partner Responses <input type="checkbox"/> Written Responses <input type="checkbox"/> Random call on students (No hand raising)
FORMATIVE ASSESSMENT	(5-10 MINUTES)
Concept Understanding <ul style="list-style-type: none"> <input type="checkbox"/> PLC/Grade-Level common formative assessment <input type="checkbox"/> <i>Quick Check</i> (in <i>Teacher Resource Masters</i>) <input type="checkbox"/> <i>Writing to Explain</i> <input type="checkbox"/> <i>Mind Game Quiz Show</i> <input type="checkbox"/> Student buzzers or AverPens Formative Assessment Tools <ul style="list-style-type: none"> <input type="checkbox"/> <i>Topic tests</i> (online or in text) <input type="checkbox"/> <i>Item Analysis for Diagnosis and Intervention</i> <input type="checkbox"/> <i>Free-Response Test</i> <input type="checkbox"/> <i>Performance Assessment</i> <input type="checkbox"/> CBM-Math <input type="checkbox"/> PLC/Grade-Level common formative assessment <input type="checkbox"/> Other assessment tool End of each Quarter: <ul style="list-style-type: none"> <input type="checkbox"/> <i>District Common Formative Assessment (CFA)</i> 	
CENTER ACTIVITIES	(15 - 45 MINUTES)
*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.	
Choose from the many options:	

- ☐ *Differentiated Instruction*
- ☐ *Math Project*
- ☐ *Meeting Individual Needs*
- ☐ *Teacher-led interventions*
- ☐ *Leveled Homework*
- ☐ *Online games from Envision Digital Premium*

- 1- Will you do these activities and if so, when?
- 2- When will you give directions on how to play?
- 3- What materials will be needed for the activities?
- 4- Will you work with the Intervention group?
- 5- How will you determine which activities will be assigned to each group of students?

HOMework

Choose from the many options:

- ☐ *Finish Independent Practice and/or Problem Solving assignment*
- ☐ *Spiral Review*
- ☐ *Quick Check*
- ☐ *Leveled Homework*
- ☐ *Online games from Envision Digital Premium*
- ☐ *Online tutorials from Envision Digital Premium*

- 1- Will you collect and grade homework?
- 2- Will you discuss homework? Is so, when?